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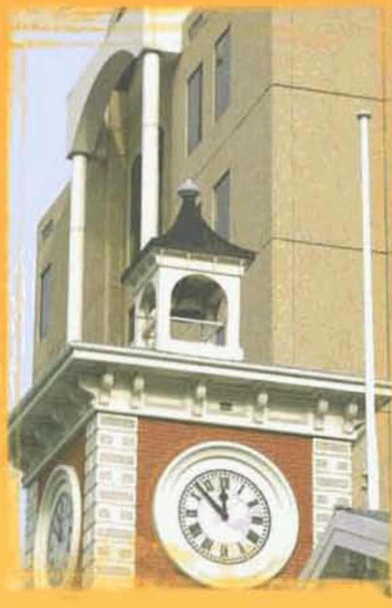

Education Providers: A Qualitative Analysis of International Student Growth in Christchurch and Canterbury

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and
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Executive Summary

This report presents an overview on the trends and growth rates of foreign fee-paying (FFP) student numbers in Christchurch-Canterbury region in different institutional levels (primary schools, secondary schools, tertiary institutions, and private institutions) over the previous five years and forecasts of trends and projections for growth rates of FFP student numbers up to 2007. Additionally, the report also analyses the views of education providers who were interviewed by Christchurch Education Coordinator in the Education Provider Feedback Survey 2003.

The survey is based on a 11-itemized open-ended questionnaire that asks education providers to express their views on:

- current and past growth of international students in the Christchurch-Canterbury region
- current and past growth of international students in their own institutions
- impact of international students on current and future capacity issues
- current and future capacity issues at their institutions
- provision of accommodation placement services to international students
- the general trends of international students accommodation needs
- supporting services offered to international students

Fifty-six education providers from the Christchurch-Canterbury were selected for the interview. The survey results show there has been an increase in international student numbers over the past 5 years in Christchurch-Canterbury region. The number of students from China and Korea has dominated the growth particularly for the previous 2 years while number of students from Japan is relatively on a downward trend. The key factors influencing the pattern of growth include New Zealand being identified as a safe and friendly country, the weak New Zealand dollar, proactive marketing campaigns by most providers, opening up of the Chinese market and the increase in the number of English Language schools. The predictions on the FFP student numbers who will enrol in their institutions over the next five years indicate that FFP student numbers in their institutions will increase but the increasing rate will be tapering off.

Majority of the interviewed providers do not anticipate facing capacity issues in the near future and do not have plans for future expansion. Programmes that are currently full include general business, commerce, IELTS and ESOL.

The survey results also indicate the respondents do offer some kind of accommodation placement services to the students and also utilise some kind of external agency services such as home stay coordinator. Majority of the respondents also reported they are currently able to meet the needs of their enrolled students. While flatting seems to be the students' popular choice of accommodation, most secondary schools have some form of compulsory home stay requirement for students under 18 years old. Key factors that influence the students' choice of accommodation include cost, location on bus route, near the campus and close to city area.

Chapter 1
Introduction

The number of international students in New Zealand has increased rapidly over the last few years and it is expected to be on that trend for the next decade. Asia 2000 Foundation of New Zealand (2003) explains that "Worldwide the numbers of students seeking education outside of their home country is expected to grow from 1.8 million students in 2000 to 7.2 million by 2025. In 2002 over 80,000 students from other countries travelled to New Zealand for educational purposes. The main source countries for New Zealand are China, South Korea and Japan."

Since the enactment of the 1989 Education Amendment Act there has been a dramatic growth both in the number of domestic education providers in international education and student numbers (Butcher, et al., 2002). A discussion paper by Asia 2000 Foundation indicated that there are over 1,100 providers for international students, including 875 schools, 122 English Language schools, 105 other private training establishments and almost all tertiary educational institutions. The report also indicated that in 2002, there were over 80,000 international students who came to New Zealand to study, from 116 different countries. They represent about 8.4% of all tertiary enrolments, 4.5% of secondary enrolments and 0.7% of primary enrolments (Asia 2000 Foundation).

Auckland was the fastest growing destination for the FFP students and attracted about 50% (11,241 number of FFP students) of FFP students enrolled in New Zealand schools and public tertiary institutions in 2001 (MOE). The figures also indicate that roughly 20 percent enrolments have been in the Canterbury region since 1994. Particularly in 2002 more than 5,001 international students came to Christchurch /Canterbury region for their primary, secondary or public tertiary education.

There is no denying the potential economic benefits in attracting large numbers of international students to the Christchurch-Canterbury Region. This report is divided into two parts. This first part provides a general overview and profile of foreign fee-paying (FPP) students in the Canterbury-Christchurch region. This includes cross-review of the data provided by Education Christchurch coordinator for each respondent (education provider) against the interviewer's questionnaire. Following this, the report quantifies the respondent's answers into descriptive statistics profile in key factors affecting international students in the Christchurch-Canterbury region. These factors include:

- International student numbers in Christchurch-Canterbury in the past five years
- International student numbers in Christchurch-Canterbury over the next five years
- Impact of international student numbers in each institution in the past five years
- Expectation of international student numbers in each institution over the next five years
- Impact of international students on capacity of the institution
- Average length of time international student studying at each institution
- Provision of accommodation at each institution
- Accommodation needs of international students in Christchurch-Canterbury
- Supporting services offered by education providers

The second part of the report analyses the data from part one. This includes examining the qualitative questionnaire and analysing the data supplied by the 56 education providers in the

Christchurch-Canterbury region. The statistics on the foreign fee-paying students provided by Ministry of Education (MOE) provide a good description on the historical trends of countries of origin and regional distribution of FFP students in different institutional levels (primary school, secondary school, tertiary institutions, and private institutions including English language centres) throughout New Zealand over the last five to seven years. The report will include the statistics from MOE in the analysis and will provide the analyses to the following issues:

- Trends and growth rates of FFP student numbers in Christchurch-Canterbury region in different institutional levels (primary schools, secondary schools, tertiary institutions, and private institutions) over the previous five years

- Forecasts of trends and projections for growth rates of FFP student numbers at different institutional levels in Christchurch-Canterbury region up to 2007

- Demographics of students studying in Christchurch-Canterbury region: Examination of the countries of origin of FFP students and projections for growth rates to 2007

- Current capacity level of institutions for FFP students studying at primary school, secondary school, tertiary institutions, and private institutions including the English language centres

- Predicted capacity level of institutions for FFP students to 2007

- Predictions of accommodation in terms of growth of number of FFP students

- Summary of education providers' view on all aspects of an international student industry in the Christchurch-Canterbury region

The remainder of the report is organised as follows. Section 2 describes the growth patterns of international student numbers in Christchurch-Canterbury schools, public tertiary sector and private training establishments. Section 3 provides a quantitative analysis of the data from education providers. It also provides a forecast of the international student growth pattern in Canterbury-Christchurch region over the next five years. Section 4 provides a qualitative analysis of the qualitative questionnaire from the education providers concerning the impact of international students growth in the Canterbury-Christchurch region. Section 5 concludes the findings, recommendations and limitations

Chapter 2
Growth Patterns of International Student Numbers in the Christchurch-Canterbury Region

In 2000 an estimated 1.8 million international students travelled overseas for their higher education in the world and the enormous global demand for international higher education is predicted to exceed 7 million international students in 2025 of which 70 percent is expected to be from Asia, mainly China and India (Böhm, Davis, Meares and Pearce 2002). New Zealand was one of the three fastest growing destinations in OECD for tertiary education. The United Kingdom and Australia were the first and the second during 1990-1999 respectively (OECD 2002).

There is no denying the great potential economic benefits in attracting large numbers of international students to New Zealand educational establishment. It has a positive spin-off effect on New Zealand GDP and employment. For example, in 1999 the top four regions which contributed significantly to national GDP from international students include Auckland, $197.8 million; Canterbury, $19.4 million; Otago, $45.7 million; and Wellington $38.9 million (Infometric Consulting, October 2000). Auckland students alone paid $68.3 million in fees and $108.8 million in living expenses. For every $1 spent on fees another $1.59 was spent in general living expenses (Infometric Consulting, October 2000).

This section provides an overview of foreign fee-paying (FFP) student numbers in New Zealand and the Christchurch-Canterbury region. Data for this section have been drawn from the Ministry of Education Report on Foreign-Fee Paying Students in New Zealand and Education Christchurch.

2.1 An Overview of Foreign Fee-Paying Students in New Zealand

According to the data (Table 1) from Ministry of Education the total number of foreign fee-paying (FFP) students in New Zealand grew steadily since 1994. The average annual growth rate of FFP students enrolled in New Zealand schools and public tertiary institutions over the years 1994-1997 was close to 30 percent. While the growth rate dropped down to a negative 8 percent in 1998 due to the Asian financial crisis in 1997 it resurged quickly in the following year. The total number of FFP students in New Zealand was recorded at 28,401 in 1999 and it was almost doubled to 52,703 in 2001. According to Asia 2000 Foundation in 2002 there were more than 80,000 international students mainly from China, Japan, and South Korea travelled to New Zealand for educational purposes. This represents 52 percent growth.

The primary school sector experienced the highest growth over the years 1999-2001 in terms of percentage growth rate; however, the English language school and public tertiary sectors most significantly contributed to the growth in the actual number of FFP students over the same years 1999-2001. Since 1999 the net increases in the student numbers in English language school and public tertiary sectors were 24,302 and 6,298 respectively. In 2001 FFP students in English language schools accounted for 50 percent of total FFP students in New Zealand and FFP students in English language schools and public tertiary institutions together take up approximately 75 percent of total FFP students in New Zealand in 2001. Overall the English language school sector and public tertiary sector have significantly attracted most of FFP students in New Zealand since 1999.

According to Ministry of Education the total number of FFP student in English language schools in 2002 was estimated 41,725 and the figure showed that for the first time, the number of Chinese English language students (6,571) exceeded the number of Japanese English language students (6,418). The total FFP students in New Zealand schools has increased from 10,555 in 2001 to 14,026 in 2002 which represents about 33 percent growth.

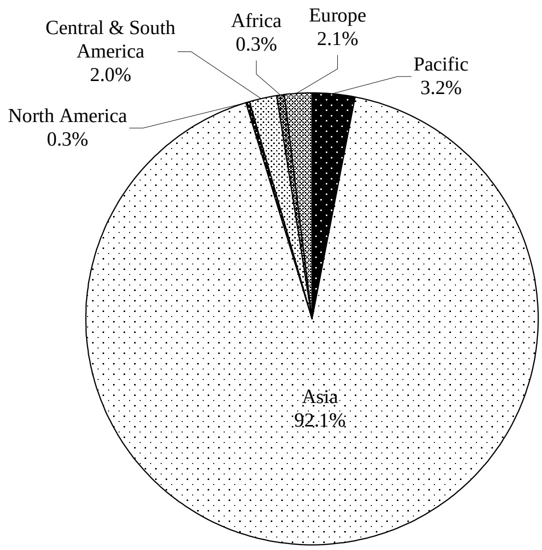
Table 1
Number of FFP Students in New Zealand

Year	School*		Public Tertiary*	Private Tertiary*	English Language Schools**	Total	Growth Rate
	Primary	Secondary					
1994	240	2,673	3,199	na	na	6,112	--
1995	360	3,618	4,012	na	na	7,990	31%
1996	500	4,285	5,049	na	na	9,834	23%
1997	577	4,922	6,228	1,282	NA	13,009	32%
1998	490	4,275	5,804	1,392	NA	11,961	-8%
1999	528	4,577	6,351	1,227	15,718 (a)	28,401	137%
2000	1,006	6,254	7,961	2,010	18,054 (b)	35,285	24%
2001	1,823	8,732	12,649	3,289	26,203 (b)	52,696	49%
2002	2,277	11,749	na	na	41,725 (c)	na	--

* Source: Ministry of Education
** Source: Statistics New Zealand
(a) The data collection was a "census" of 90 English language providers.
(b) The data collections were "surveys" of 49 English language providers (with a 90% response rate)..
(c) The data collection was a "survey" of 61 English language schools (with a 97% response rate).
na: Not available

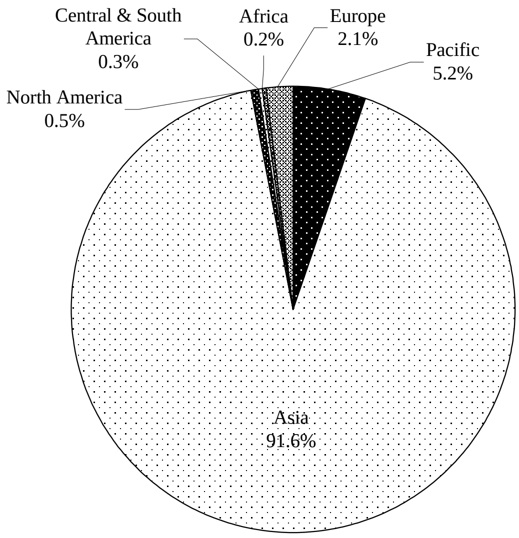
The vast majority of FFP students enrolled in NZ schools and public tertiary institutions in 2001 were Asian students mainly from China, Japan and South Korea which exceeded 90 percent (Figure 1). The heavy dependence on one region (Asia) is risky and makes this industry vulnerable to shocks; however, the skewed distribution toward Asia has been a significantly strong trend since 1996 (Figure 2).

Figure 1
FFP Students in New Zealand by Region of Citizenship, 2001



Source: Ministry of Education

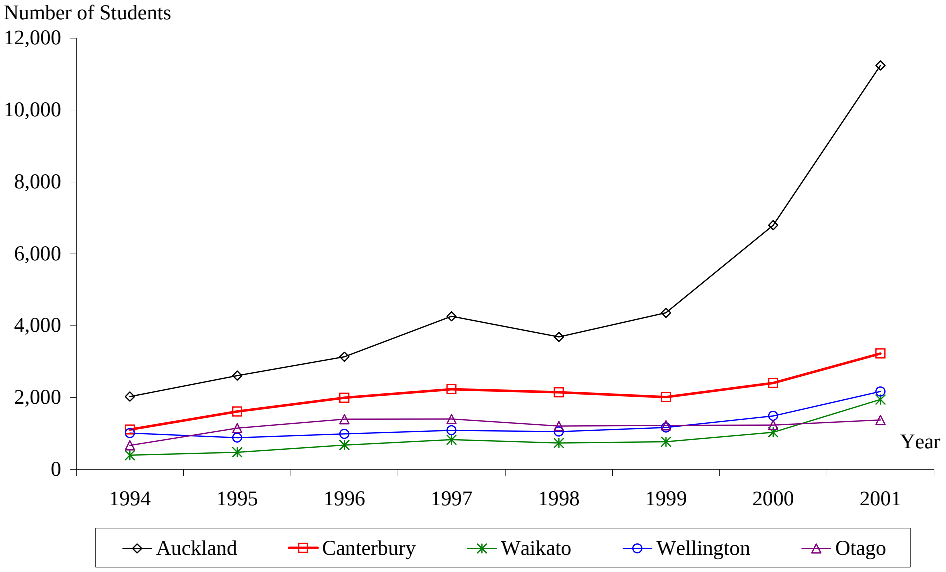
Figure 2
FFP Students in New Zealand by Region of Citizenship, 1996



Source: Ministry of Education

Auckland was the fastest growing destination for the FFP students and attracted about 50% (11,241 FFP students) of FFP students enrolled in New Zealand schools and public tertiary institutions in 2001 (Figure 3).

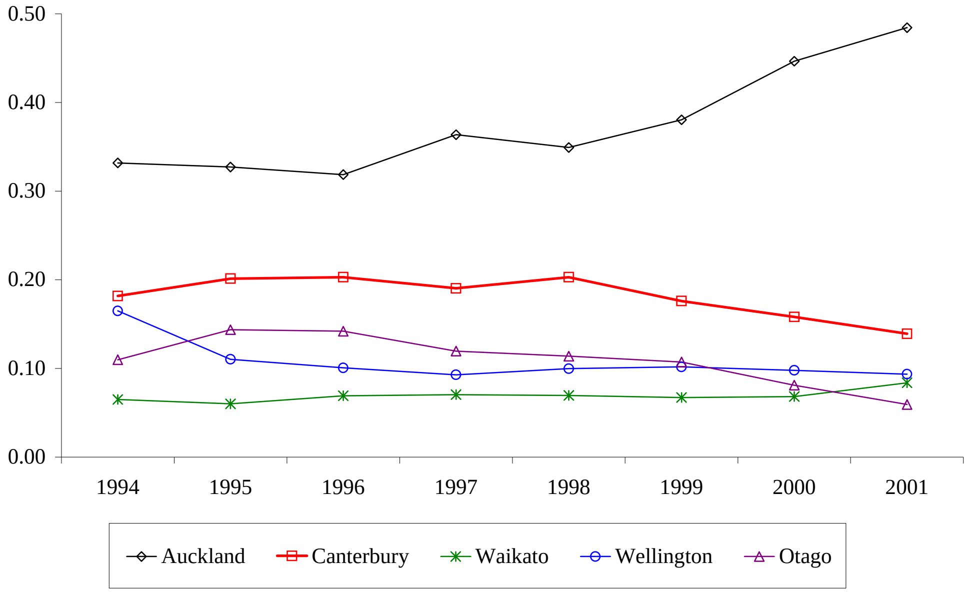
Figure 3
Number of FFP Students Enrolments by Region [(a)]



(a) FFP students in primary schools, secondary schools, and public tertiary institutions.
Source: Ministry of Education

Figure 4 indicates that roughly 20 percent enrolments have been in the Canterbury-Christchurch region since 1994. Particularly in 2001 3,573 international students came to the Christchurch-Canterbury region for their primary, secondary or public tertiary education.

Figure 4
Percentage of FFP Students Enrolments by Region (a)



(a) FFP students in primary schools, secondary schools, and public tertiary institutions.
Source: Ministry of Education

2.2 An Overview of Foreign Fee-Paying Students in the Christchurch-Canterbury Region

Table 2 shows that the number of FFP students enrolled in schools, public tertiary and private tertiary institutions including the English language schools in the Christchurch-Canterbury region over the years 1994-2002. The total number of foreign fee-paying (FFP) students in Canterbury-Christchurch region has steadily increased since 1994 with a slight downturn in 1998, which was caused by 1997 Asian financial crisis. The average annual growth rate of FFP students over the years 1994-1998 was about 25 percent which includes the down turn period of 1997-8. As the figures show the effect from the Asian crisis was only a temporary one and it only lasted for one fiscal year.

Since 1999 the total FFP students in Canterbury-Christchurch region resurged in a great deal and in 2002 the growth rate exceeded way above 100 percent. Over the years 1999-2002 the primary school sector experienced the highest growth even though the number of net increase is merely about 500 students. In 2002 FFP students in English language schools accounted for 67 percent of total FFP students in Canterbury-Christchurch region, followed by FFP students in public tertiary (18 percent). The English language sector and public tertiary sector contributed most significantly to the increase in FFP students in Canterbury-Christchurch region over the last 4-5 years.

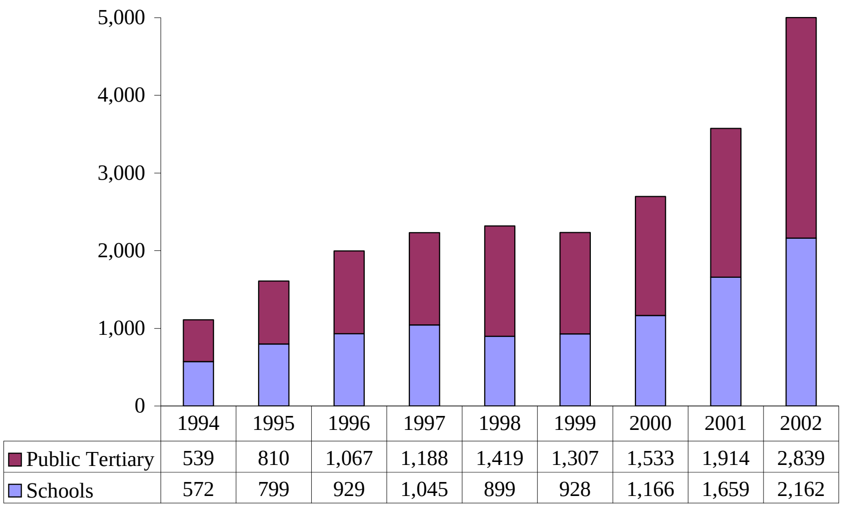
Table 2
Number of FFP Students in Canterbury Region, 1994-2002*

Year	School		Public Tertiary	Private Tertiary	English Language Schools	Total	Growth Rate
	Primary	Secondary					
1994	36	536	539	na	na	1,111	--
1995	54	745	810	na	na	1,609	45%
1996	86	843	1,067	na	na	1,996	24%
1997	118	927	1,188	244[a]	na	2,477	24%
1998	108	791	1,419	299[a]	na	2,617	6%
1999	103	825	1,307	210[a]	2,688[a]	5,133	96%
2000	179	987	1,533	313[a]	2,816[a]	5,828	14%
2001	316	1,343	1,914	132	3,249[a]	6,954	19%
2002	618	1,544	2,839	240	10,500[b]	15,741	126%

* Source: Ministry of Education
(a) They were estimated by using the percentage of FFP students enrolled in NZ public tertiary institutions in Canterbury region.
(b) Source: Education Christchurch (*The Press*, 13 June 2002)

The numbers in public tertiary institutions have risen from 539 in 1994 to 2,839 in 2002, an increase of 427%. Numbers in the secondary schools have risen from 572 in 1994 to 2,612 in 2002, an increase of 278%. In Canterbury region alone 2,162 FFP students enrolled in New Zealand schools in 2002 compared to 1,659 FFP students in 2001. Figure 5 depicts the historical time series plots of FFP students enrolled in schools and public tertiary sectors in Canterbury-Christchurch region since 1994.

Figure 5
Number of FFP Students in Canterbury Region, 1994-2002

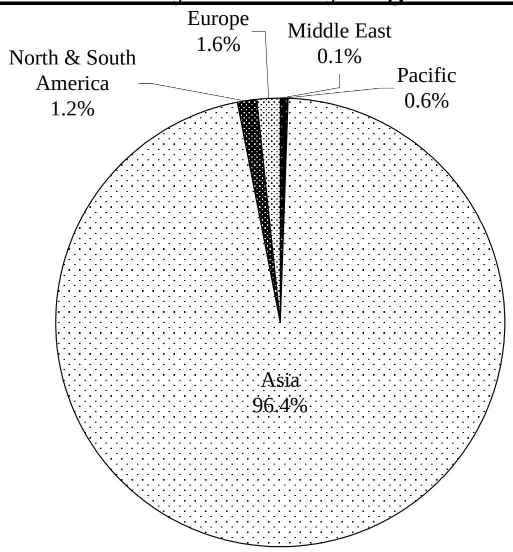


Source: Ministry of Education

Figure 6 reveals that the majority of FFP students enrolled in schools in Christchurch-Canterbury region in 2002 were of Asian citizenship (96.4%) followed by Europe (1.6%).

Figure 6

FFP Students in Canterbury Schools by Region of Citizenship, 2002

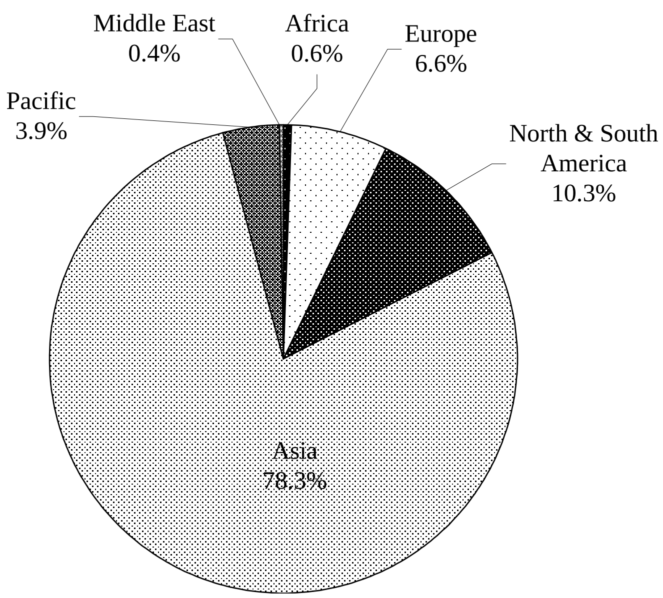


Source: Ministry of Education

The great majority of FFP students enrolled in public tertiary sector in Canterbury-Christchurch region in 2002 were also of Asian citizenship (78.3%), followed by American citizenship (10.3%).

Figure 7

FFP Students in Canterbury Public Tertiary Institutions by Region of Citizenship, 2002



Source: Ministry of Education

Table 3 shows the distribution of FFP students in Canterbury tertiary institutions and as would be expected it has been skewed toward Asia since 1998.

Table 3
Number of FFP Students in Canterbury Public Tertiary Institutions by Region of Citizenship, 1998-2002

	1998	1999	2000	2001	2002
Pacific	84	93	126	30	110
Asia	1,167	991	1,094	1,489	2,218
North & South America	88	102	188	214	290
Africa	14	18	15	13	18
Europe	57	88	104	155	187
Middle East	1	4	3	6	11
Others	8	11	3	7	5
Total	**1,419**	**1,307**	**1,533**	**1,914**	**2,839**

Source: Ministry of Education

The actual data for the FFP student numbers in private tertiary institutions in Canterbury-Christchurch are available for only 2001 and 2002. The Asian students also outnumbered in that sector (Table 4).

Table 4
Number of FFP Students in Canterbury Private Tertiary Institutions by Region of Citizenship, 2001-2

Region	2001	2002
Pacific	12	17
Asia	94	178
North & South America	5	9
Africa	1	4
Europe	20	15
Middle East	0	17
Total	**132**	**240**

Source: Ministry of Education

Chapter 3
Prediction over the Next Five Years and Quantitative Analysis

3.1 Prediction

The global demand for international education in New Zealand is forecast to grow steadily over the next five years. In 2002 there were over 80,000 international students in New Zealand compared to 52,703 in 2001. New Zealand export industry experienced such a high growth rate as 46 percent on average over the last three years. Christchurch/Canterbury region attracted about 20 percent of total international students in New Zealand and it is expected that the trend will be sustained over the next five years with some degrees of fluctuations. The total international student numbers in Christchurch/Canterbury region also grew rapidly at 53 percent on average over the years 2000-2. This high growth rate will be tapering off from 2003 and onward due to the following facts: SARS outbreak, strong New Zealand dollar, changes in New Zealand government policy, and changes in the major Asian countries' (including China) government policy.

With uncertainties that surround SARS, especially in China and Hong Kong, grappling with the economic consequences is itself uncertain. This stems from at least two sources. First, the economic effects in one country may depend on the success of another in controlling the disease. Second, people's short-term panicked responses could heighten the immediate consequences even when the disease is ultimately controlled (Bonte-Friedheim and Hanna, 2003).

Therefore, it is difficult to determine the impact of SARS outbreak on the number of visas issued in the affected countries. In China a number of IELTS testing sessions were cancelled because of the SARS outbreak and this will postpone the visa application procedure. As the impact from Asian financial crisis in 1997 was short run at most one fiscal year the SARS impact on the export education industry in New Zealand will be short-lived and minor. However, if the SARS syndrome lasts longer than the medium term its impact can be long lasting. Weaker growth in China and Hong Kong will spill over even if SARS doesn't last long.

The rising New Zealand dollar can make New Zealand less attractive to the international students and less competitive in the industry. Parents of international students will send their children to other countries such as Australia. Mr Boag, Spokesman in Education New Zealand, says Australia has eased visa restrictions for international students.[1]

The New Zealand Government plans to control the rapid growth of international student numbers. More restricted code of practice for the pastoral care of international students under 13 years of age would be implemented from 2004 and Tertiary Education Minister Steve Maharey confirms that "plans to limit growth in equivalent full-time students (EFTS) next year to 15 per cent or 1,000 EFTS above this year's enrolments."[2]

The number of Chinese students enrolled in English language schools has declined in this year of 2003; however, the student numbers in tertiary institutions are sustained. Trade NZ education sector manager Tim Sheppard says that "the Chinese government is becoming

[1] "Education NZ Attends Fairs," *xtramsn.co.nz*, 8 June, 2003
[2] "Education sector growth a concern," *The Press*, 7 June 2003

more involved in deciding how many students will be sent abroad."[3] The overall growth rate of international student numbers in New Zealand has decreased since January 2003. Education Minister Trevor Mallard explains that "In China, Hong Kong and South Korea, student visa applications have fallen to as little as half the number recorded in equivalent months last year."[4]

The 57 education providers in Canterbury-Christchurch region who were asked to supply their predictions on the FFP student numbers in their own institutions over the next five years have tried to forecast that the positive growth would continue but at a lower rate than over the last five years (Table 9). However, many of them were not willing to make actual projections beyond one to two years (Table 5), which reflects that this industry would face a high degree of uncertainty about the future growth. More than 50 percent of them responded that they are not facing any capacity issues at the time of survey and most of them supported that the current infrastructure (transport, accommodation, etc.) in Canterbury-Christchurch region is not a constraint (Table 9).

As would be expected it is quite difficulty to make an accurate prediction confidently on the FFP student numbers over the next five years in Canterbury-Christchurch region. This industry has experienced a high volatility in the recent history of the FFP student numbers as indicated in Table 2 and it is apparent that this market will face a high degree of uncertainty about the future growth due to the potential government policy changes in New Zealand and the major Asian countries. However, the best possible prediction on the potential growth rate of the FFP student numbers might be made based on the recent history of the data on the FFP student numbers and the current information on the future government policy changes.

In 2003 it is forecast to have 25 percent growth rate in NZ schools and public tertiary and 20 percent growth rate in private tertiary and English language schools in Christchurch/Canterbury region. The SARS impact on the international students enrolments will be in effect from early 2004. The NZ government's new policy on the limitations of international student numbers and Chinese government's control on the number of visas will also have an impact on the international student numbers from 2004. Our forecast is to have 7 to 8 percent growth in public tertiary and 10 to 12 percent growth in all other levels in 2004. From 2005, however, the growth rate will be moderately boosted up and will be resurged at around 10 percent growth in public tertiary and 15 percent in the remaining sectors. On this pace the growth rate of the international student numbers in Canterbury-Christchurch will maintain the similar or at least a bit higher growth path to our neighbourhood country Australia. The prediction is provided in Table 5.

Table 5
Predictions for the FFP Student Numbers, 2003-7

Year	School		Public Tertiary	Private Tertiary	English Language Schools	Total	Growth Rate
	Primary	Secondary					
2003	772	1,930	3,549	288	12,600	19,139	21.60%
2004	865	2,162	3,833	323	14112	21,294	11%
2005	994	2,486	4,216	371	16,229	24,296	14%
2006	1,143	2,859	4,638	427	18,663	27,730	14%
2007	1,315	3,288	5,102	491	21,463	31,657	14%

[3] "English language schools: the bubble is bursting," *The Independent*, 14 May 2003
[4] "Fee fall to hurt schools," *The Press*, 11 June 2003

3.2 Quantitative Analysis: Data from Education Providers

A total of 34 education providers out of 57 responded to the following quantitative questions. A small number of respondents supplied the complete data set.

3.2.1 Total Number of International Students: Historical Trend and Prediction

a) They were asked to provide the total number of international students in their institutions from 1998 to 2002.

b) They were asked to provide their predictions for the number of international students in their institutions over the next five years.

Table 6 shows that those 15 providers experienced high growth rates in FFP student numbers over the last five years and the highest growth rate recorded at 54.6 percent in 2002. Their predictions on the FFP student numbers who will enrol in their institutions over the next five years indicate that FFP student numbers in their institutions will increase but the increasing rate will be tapering off. Their forecast is similar to the ones in this report but they are more conservative.

Table 6
Number of FFP Students in Canterbury Region*

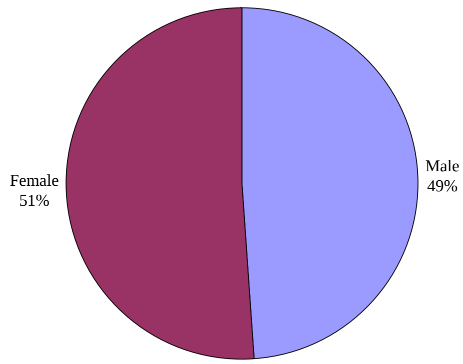
Year	Number of FFP Students	Growth Rates from 15 providers
1998	903	--
1999	1,037	14.8
2000	1,120	8.0
2001	1,624	45.0
2002	2,510	54.6
2003[(a)]	**3,037**	**21.0**
2004[(b)]	**3,436**	**13.1**
2005[(b)]	**3,815**	**11.0**
2006[(b)]	**4,001**	**4.9**
2007[(b)]	**4,152**	**3.8**

* 15 providers supplied the complete data.
(a) Estimate
(b) Prediction

They were asked to provide the demographics of international students by sex, by age, and by country of their citizenship in their institutions from 1998 to 2002.

Figure 8 shows the female international students take up slightly more than 50 percent in average over the years 1998-2002.

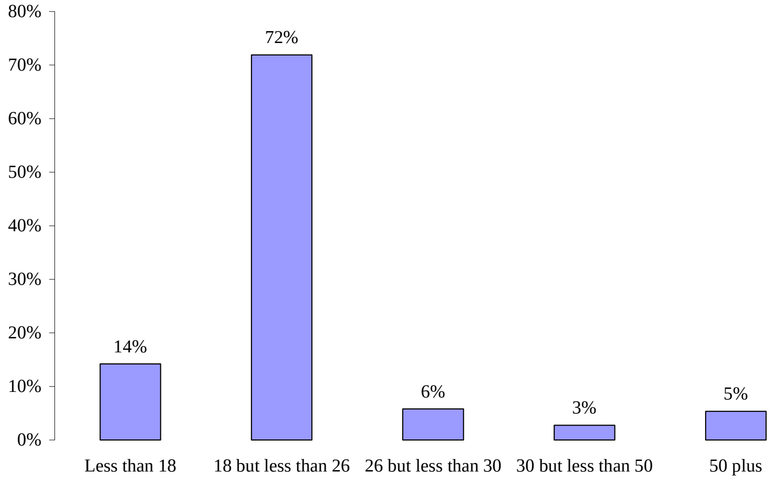
Figure 8
Demographics of FFP Students by Sex *



* 22 providers supplied the data.

Figure 9 reveals that more than 85 percent of international students are less than 26 years of age. 72 percent of enrolled students are aged between 18 and 26. The interesting fact is that five percent of the international students are older than 50. Some of them might be the parents of young international students enrolled in primary or secondary schools. According to the immigration policy the parents of international students cannot stay longer than 9 months unless they have student visas.

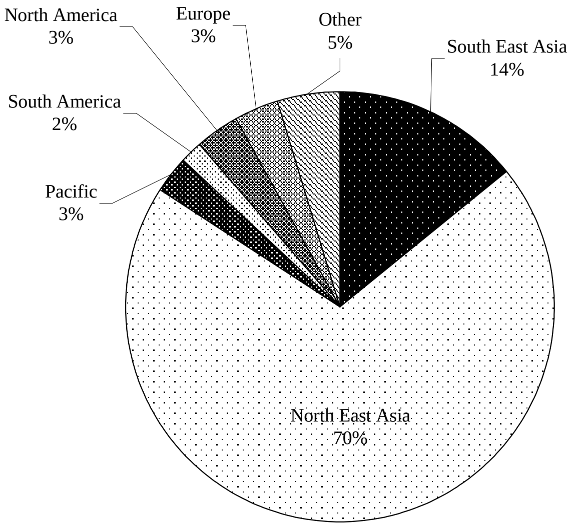
Figure 9
Demographics of International Students by Age *



* 15 providers supplied the data.

Figure 10 depicts the percentage of the enrolled students in their institutions by region of their citizenship and apparently it supports the fact of the heavy dependence on Asian region. The number of Asian students enrolled in their institutions accounts for at least 85 percent in 2002.

Figure 10
Percentage of FFP Students by Region of Citizenship, 2002*



* 22 providers supplied the data.

Table 7 reveals the historical high dependence on Asian countries in Canterbury region. The majority of international students who enrolled in the participated institutions were mainly from China, Japan, and South Korea over the years 1998-2002.

Table 7
Percentage of FFP Students by Region of Citizenship, 1998-2002*

Country of Origin	1998	1999	2000	2001	2002
South East Asia (Total)	**28**	**59**	**84**	**197**	**614**
Indonesia	0	3	9	22	40
Malaysia	6	6	7	78	118
Thailand	22	41	39	53	328
Viet Nam	0	9	29	27	73
Singapore	0	0	0	12	38
Other South East Asia	0	0	0	5	17
North East Asia (Total)	**210**	**333**	**431**	**916**	**3,015**
China	0	34	175	522	1,745
Hong Kong	2	5	9	36	40
Japan	85	151	130	165	379
South Korea	109	113	94	143	743
Taiwan	14	30	20	42	103
Other Asia	0	0	3	8	5
Pacific (Total)	**2**	**4**	**11**	**73**	**114**
French Poly	1	0	0	0	4
Solomon	0	3	1	11	8
Tonga	0	0	0	11	5
Fiji	0	0	0	13	14
Other Pacific	1	1	10	38	83
South America (Total)	**0**	**5**	**4**	**15**	**67**
Brazil	0	4	2	1	42
Argentina	0	1	1	1	3
Other South American	0	0	1	13	22
North America (Total)	**0**	**1**	**7**	**110**	**148**
Canada	0	0	4	9	44
USA	0	1	3	101	104
Europe (Total)	**0**	**11**	**17**	**98**	**143**
Scandinavia	0	0	2	16	14
Germany	0	3	4	50	52
Switzerland	0	1	3	2	12
Russia	0	3	2	5	1
Other Europe	0	4	6	25	64
Other (Total)	**14**	**19**	**63**	**61**	**205**
India / Nepal / Pakistan	0	2	1	22	29
Africa	0	1	0	3	13
Middle East	0	0	0	0	5
Other	14	16	62	36	158
Total	**254**	**432**	**617**	**1,470**	**4,306**

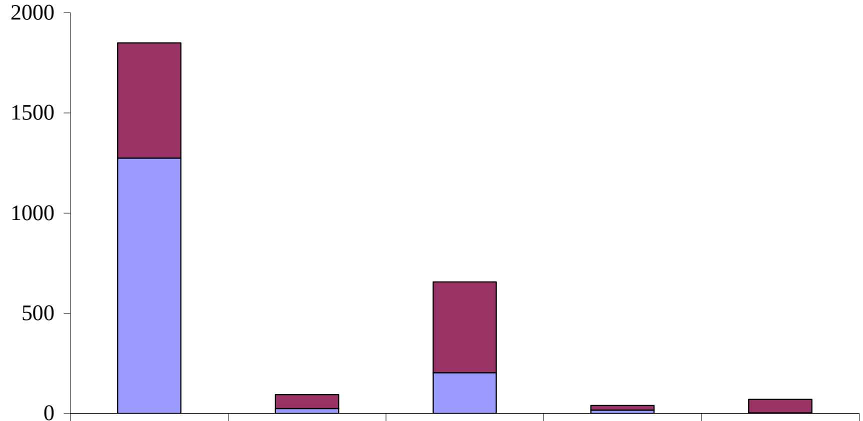
* 22 providers supplied the data.

3.2.2 Accommodation Options

They were asked to provide the data about the accommodation options for the enrolled international students.

As would be expected Figure 11 indicates that the home-stay and flatting are the most common accommodation options for the international students. It also reveals that more international students chose flatting and smaller number of international students chose home-stay as accommodation options in 2002 than in 2001. This changing pattern might indicate that the available home-stay places in Canterbury region are hitting full capacity and/or it is difficult to find local family who provide good home-stay. This issue should be further examined in depth as the number of international students in Christchurch/Canterbury is expected to grow over the next decade.

Figure 11
<u>Accommodation Options*</u>



	Homestay	Private Boarding	Flatting	Other	Unknown
2003	575	70	453	23	67
2002	1275	25	204	17	4

* 10 providers supplied the data.

3.2.3 Size of Classrooms and Labs

They were asked to provide the information about the current classroom types and sizes.

Table 8 shows that in average each provider has three computer labs and nine computer stations are equipped in each computer lab.

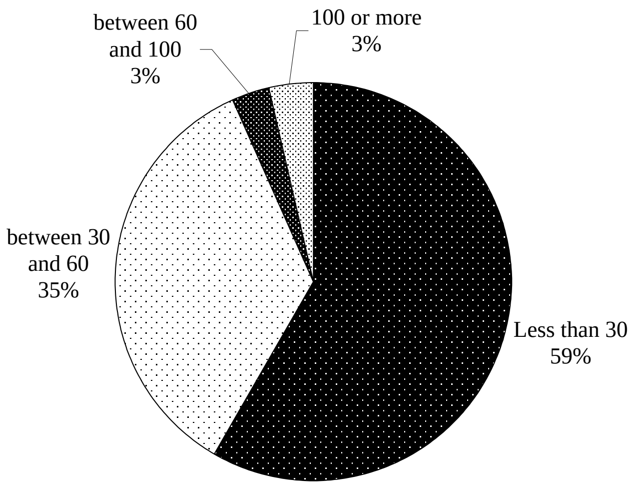
Table 8
<u>Computer and Language Labs *</u>

Computer Labs	58	Computer Stations	536

* 20 providers supplied the data.

Figure 12 indicates that most institutions run either small size (less than 30) or medium size (between 30 and 60) lectures for the delivery of lectures.

Figure 12
Size of Lecture Room *



* 20 providers supplied the data.

Chapter 4
Qualitative Results of the Interviews of Education Providers

4.1 Survey Design and Data Collection Procedures

A qualitative questionnaire (via interview) pertaining to the major attributes and factors on the impact of international student growth in Christchurch-Canterbury was conducted by Christchurch Education Coordinator. The questionnaire was developed on a prototype open-ended format questions to ascertain the international student numbers in Christchurch-Canterbury in the past five years and in the next five years. The questionnaire was designed to obtain information about the impact of international student numbers in each institution in the past five years; the expectation of international student numbers in each institution in the next five years; the impact of international students on capacity of the institution; the average length of time international student studying at each institution; the provision of accommodation at each institution; and the accommodation needs of international students in Christchurch-Canterbury and the supporting services offered by education providers.

A total of 56 education providers were interviewed. The interview identified four types of education providers in Christchurch-Canterbury. These include 12 private tertiary, 3 state tertiary, 27 English Language schools (25 large secondary schools and 2 small secondary schools and 14 secondary schools (10 large secondary schools and 4 small secondary schools).

From the interview all respondents indicated the international student numbers have increased significantly over the past 5 years and majority also believed the student numbers will increase over the next five years (Table 9). They attributed the increase to New Zealand as a safe and friendly country, New Zealand weak dollar, proactive marketing campaigns, the opening up of the Chinese market and the increase in the number of English Language schools. The respondents also reported the student numbers in their institutions have increased in the past 5 years but increase at different rate over the next 5 years (Table 9). At least half of the respondents (except large English Secondary schools) indicated their institutions faced some type of capacity issues at present and one of the small school respondents face capacity in the near future. Furthermore the respondents indicated they offered some kind of accommodation placement services to the students and they are currently able to meet the needs of their enrolled students.

Table 9 presents a summary profile of education providers in the Christchurch-Canterbury region based on the interview.

The following sections present detailed summary profiles of the interviewed education providers into four categories: private tertiary education providers; state tertiary education providers; English Language Schools (both large and small) and Secondary Schools (both large and small).

Table 9
Summary of Qualitative Analysis

Issues	Private Tertiary	State Tertiary	Large English Language School	Small English Language School	Large Secondary School	Small Secondary School
No of Providers	12	3	25	2	10	4
Numbers of international student over the past 5 years						
- Significant growth	10	3	15	2	8	4
- Gradual increase					1	
- Unclear indication	1		7			
- New to business	1		3			
- No answer					1	
Numbers of international student in the next 5 years						
- Significant growth	5	3	10	2	4	1
- Increase at a decreasing rate	6		3			
- Uncertain						2
- Decrease			7		4	
- Level off					2	
- Volatility						1
- No answer	1		5			
Student numbers in your institution in the past 5 years						
- Significant growth	8	3	14		8	4
- Moderate growth	3					
- Decrease			7			
- No change			2			
- Uncertain			2			
- New to business				2		
- No answer	1				2	
Student numbers in your institution in the next 5 years						
- Rapid growth				1		
- Growth					3	
- Growth moderately					3	
- Gradual increase	8		13			
- Increase at a decreasing rate		3				
- Maintaining the same numbers			4		3	
- Not expecting major growth			2			4
- New to business	2					
- Currently at full cap	1		1			
- Uncertain			1			
- Responding the market demand				1		
- No answer	1		4		1	

	Private Tertiary	State Tertiary	Large English Language School	Small English Language School	Large Secondary School	Small Secondary School
Capacity Issues						
- Facing with capacity issues			5		6	2
- Facing capacity issues in near	8					
future	3	2	3			
- Not facing any capacity issues	1	1	13	1	4	2
- No answer			4	1		
Average Length of Studying time	6 ms. - 1 yr.	1 yr - 3 yrs	27 wks	20 wks	2 yrs	2 yrs
Extension						
- Often extend their time	4		7	1	1	1
- Occasionally extend their time	3	3	11		3	2
- Not extent			7		5	
- No answer	5			1	1	1
Accommodation Placement Services						
- Offer accommodation placement service	8	1	24	2	10	3
- Not offer	4	2	1			1
Accommodation Need of Enrolled Students						
- Able to meet the need	7	100.0%	22	1	10	3
- Not able to meet the need			3			
- No answer	5			1		1
International Students Accommodation needs						
- Home stay			7		7	3
- Flatting	8	1		2	2	
- Home stay, then flatting			7			
- No answer	4	2	11		1	1
Most Popular Choice of Accommodation						
- Home stay			9		7	4
- Flatting	11	3	2		3	
- Home stay and flatting			10			
- No answer	1		4			
Compulsory Accommodation Option						
- Compulsory home stay in the programme	3	1	7	1	6	1
- No compulsory accommodation option	5		15	1	4	3
- No answer	4	2	3			
Average Cost of Accommodation						
- Home stay ($/week)	160 - 200	180	180	183	185	180
- Flatting ($/week)	70 - 80	65 - 200	95 - 230	90 - 200	65	
Additional Support Services						
- Offer additional services	9	3	14	2	7	4
- No answer	3		1		3	

	Private Tertiary	State Tertiary	Large English Language School	Small English Language School	Large Secondary School	Small Secondary School
Use of External Support Agency						
- Utilise some external services	4	3	14	2	3	3
- Not use external service	5		7			
- No answer	3		4		7	1
Future Plan on Student Service						
- Have plans to expand services	5		12	1	2	3
- Maintain the same level of service			6		8	
- No plan on extending services	5	3	3			
- No answer	2		4	1		1
City Infrastructure	Good	No complaint	Good	Average	(Good)	Good
Transportation						
- Use public transport (walk or bike)	70.0%	65.0%	84.0%	Majority	Majority	Majority
- Own a car	30-50%	45.0%	16.0%	10.0%	25.0%	a small %

4.2 Profile of Private Tertiary Education Providers

The interview identified 12 private tertiary education providers, or 21.42 percent of the total interviewed respondents. According to the interview, 10 of the respondents indicated an increased in international student numbers in Christchurch-Canterbury in the past five years. They attributed the growth to the relatively weak New Zealand dollar, New Zealand as a safe and friendly country and the growth of private language schools around Christchurch. Chinese and Korean students dominate the growth pattern with slight increase from the Middle East. The Chinese students are older (between 18-20 years old) while the Korean students are younger.

One respondent is relatively new to the business focusing on the domestic market while another respondent did not indicate an increase or decrease in student numbers.

Sixteen of the respondents expect the student growth rate to grow at a decreasing rate because of the appreciation of the New Zealand dollar, SARS and world events such as the US-Iraq war while 5 of the respondents expect the student growth rate to increase. They identified New Zealand as a safe and friendly destination contributing to the growth. One respondent did not indicate an increase or decrease in the growth rate.

The respondents identified English Language course, computer and information technology (IT) as potential growth area in the courses of study. The potential growth in the new market includes Korea and South America.

In terms of student numbers in their own institution in the past five years, 8 of the respondents indicated they were growing strongly. They attributed the growth to proactive offshore marketing. Three of the respondents indicated their growth was moderate because they are small providers with resource constraints such as classroom capacity. One respondent did not indicate an increase or decrease in the growth.

The Chinese students dominate the growth pattern with two-third males and one-third females. The respondents indicated they are focusing on the Chinese market but also diversifying into the Middle East, India, Europe and Russian market.

Eight of the respondents expect gradual increase in student numbers over the next five years. They identified offshore marketing, expansion of current facilities and establishment of foundation studies as factors contributing to the gradual growth. One respondent is currently at full cap and any further growth will depend on availability of funding while another respondent kept the same growth policy. Two respondents indicated they have just started in the business.

The respondents indicated that they are focusing on Asia (China, Korea, India, and Thailand), South America and Europe to market international students over the next five years. Only one respondent reported reaching full capacity and looking at maintaining this level.

Eight of the respondents indicated that their institutions would face capacity issues such as insufficient quality instructors, lack of building space and funding for further expansion. Programmes that are currently full include business, management and marketing. Some respondents indicated they have plans to expand the business and English courses.

Three of the respondents indicated their institutions are not facing any capacity issues and have rooms to expand further while one respondent did not provide an answer.

The average length of time international student studying at each institution varies between 6 months to a year. Four respondents indicated students often extend their time either to take additional courses or repeat some courses while three respondents reported some of their students occasionally extend their time to take additional courses while 5 of the respondents did not provide an answer. Students find employment, attend university or go home upon completing their courses.

Eight of the respondents indicated they offer home stay accommodation placement services to students while 4 of the respondents do not offer accommodation placement services. The respondents who do not offer accommodation placement services work with external provider agency. Seven of the respondents reported they were able to meet the needs of all students in the future but did not indicate how they will accomplish this task. However, majority of the respondents did indicate that the amount of appropriate home stay programme is becoming a major concern due to competition. Five respondents did not provide an answer.

Eight of the respondents indicated that students preferred flatting to home stay in terms of accommodation needs even though home stay is compulsory in their programme while 4 of the respondents did not provide an answer. Eleven of the respondents indicated flatting (1 respondent did not provide an answer) as the most popular choice of accommodation. Students also favoured area on or near transport route, close to school and the inner city. The factors influencing students’ choice of accommodation include costs, location, quality and security.

Three of the respondents indicated they have compulsory home stay in their programme with a minimum of 3 months stay and an average cost between $160-$200 per week. Flatting is between $70-$80 per week. Five of the respondents reported they do not have any policies pertaining to compulsory accommodation while four of the respondents did not provide an answer.

Nine of the respondents reported they offered additional support services to students. These include student counsellor, student liaison officer, female support programme, health, legal, travel and insurance advices, and international tutors. Two of the respondents did not provide an answer.

Four of the respondents indicated they do utilise some external services such as health professional and bilingual speaking staff while 5 of the respondents indicated they do not use any external services. Three respondents did not provide an answer. Five of the respondents indicated they have plans to expand student services in the near future and these include identifying networks of community groups, driving lesson, and introducing guest speakers in their programmes. Five of the respondents reported they do not plan on extending student services in the future while one respondent will maintain the same level of student services. Two of the respondents did not provide an answer.

Majority of the respondents reported that the city infrastructure services are generally good and adequate. However, the respondents did say there is room for improvement especially in the transport system, city accommodation, student visa queuing and the need for more entertainment for young students. Seventy-percent of the students use public transport (this includes walking and biking) and 30-50% of students own their car.

General Closing Remarks

Majority of the respondents indicated that there is a need to develop an international student centre in the city and there is an increasing pressure on institutions to provide alternative accommodation to students because of a shortage in home stay programme.

4.3 Profile of State Tertiary Education Providers

The interview identified 3 state tertiary education providers, or 5.36 percent of the total interviewed respondents. The three respondents reported significant growth in international student numbers over the past five years in the Christchurch-Canterbury region. They attributed this growth to the opening up of the Chinese market. Chinese and Korean students dominate the growth pattern with a decrease in Japanese students.

Over the next five years, 3 respondents anticipate increase in student numbers in the Christchurch-Canterbury region. They attributed this growth to the increase foundation studies as a pathway into university study. The respondents also believe there is a shift from commerce to other courses such as outdoor recreation. However, the respondents also indicated there was an inherent risk to rely too much on China, as the increase in the number of students from China is levelling off. Potential new markets include the Middle East, Vietnam and South America.

The respondents reported increase in student numbers in their own institution in the past five years. Factors contributing to the positive profile of New Zealand as a safe and friendly country and active marketing programmes. In addition to the dominance of Chinese students, there has been an increase in students from Germany, India, Vietnam and Russia. The respondents indicated they are focusing on South East Asia, Europe, the Middle East and Russia in attracting students to their institutions.

Over the next 5 years, the respondents expect student numbers to grow but at a decreasing rate. One respondent indicated there is an informal discussion within the institution to introduce an upper limit while another indicated a focus on quality students. In general they attributed this growth to active offshore marketing. In general, the respondents indicated there is on cap in place in their institutions but one respondent did indicate their institution diversity nationality mix to reduce commercial exposure.

Two of the respondents indicated they are currently facing capacity issues particularly in foundation studies and commerce programme. One respondent indicated they would increase classroom availability while another reported increasing entry requirement to kerb increase in enrolments. The other respondent reported no capacity issue or further expansion.

One respondent indicated the average length of student studying at their institution is the standard academic 3-year program while the other two respondents reported an average of one-year stay. According to the respondents, students occasionally repeat courses. Students who have completed their courses will either further their study in university in New Zealand or Australia, look for employment or go home.

Two respondents indicated they do not provide accommodation placement services but offer information on accommodation. They do engage the service of external providers to help students to find accommodations. The other two respondents indicated they offer university accommodation and assist students in identifying the options available. The respondents also indicated they would be able to meet the needs of their students in the future.

According to the respondents flatting is the general trend of international accommodation needs and flatting is popular choice among the students. The factors that influence the students' choice of accommodation include on bus route, near the campus and close to city area such as Riccarton and Ilam. External home stay coordinators have an 8-week minimum placement policy and students go flatting after completing their contract. Additionally, home stay is compulsory for students under 18 years of age. The average cost of home stay is $180 while flatting is between $65 and $200 per week. One respondent indicated their institution has a compulsory 6 months home stay in their programme before students can go flatting. The other two institutions do not have a compulsory home stay programme.

The respondents indicated that their institutions offer additional support services to the students. These include welfare officer (pastoral care), career advisers, student support services, health service and legal advice. Additionally, they also utilise external support agency for some of the services. For example, one respondent utilised bilingual speaker for home stay co-ordination while another for career guidance and various club activities. The respondents reported they do not have any plans to expand student services in the near future.

Generally, there was no complaint regarding the city infrastructure. However, one respondent did indicate the lack of home stay quality and regularity of public transport. One respondent reported about 45% of Asian students own their cars while the other two respondents were unsure. Approximately 65% of the students utilise public transport (including biking and walking).

General Closing Remarks

One respondent recommended making medical insurance compulsory as a prerequisite of the students' study. Another respondents commented on safety issue on campus due to occurrences of non-students on campus.

4.4 Profile of English Language Education Providers

The interview identified 27 English Language education providers, or 48.21 percent of the total interviewed respondents. Based on the interview, there were 25 large English Language schools (92.60%) and two small English Language schools (7.40%).

a) Large English Language Schools

From the interview, 15 of the respondents reported significant growth in international student numbers over the past 5 years in the Christchurch-Canterbury region. The growth was influenced by the weak New Zealand dollar, opening up of China market, strong marketing campaign and New Zealand as a safe and friendly country. Seven of the respondents did not provide any clear indication whether the student numbers have increased or decreased over the past 5 years. However, they identified some factors, which can cause the growth to decrease. These include changes in New Zealand immigration policy and visa requirement, and the outbreak of SARS. In addition, 3 of the respondents indicated they opened up for business a year ago.

Chinese and Korean students dominate the students' demographic profiles with a slight increase from Germany and the Middle East. The Chinese students tend to be older while the Korean students are younger (some as young as 10 years old).

Sixteen of the respondents indicated the student numbers would continue to grow over the next 5 years in the Christchurch-Canterbury region while 3 respondents believed the growth would be at a decreasing rate and 5 respondents did not provide an answer. They reported this growth influenced by world events such as the US-Iraq war and New Zealand a safe and popular destination. Seven of the respondents believed growth in student numbers would decrease over the next 5 years due to the appreciation of the New Zealand dollar, changes in New Zealand immigration policy, outbreak of SARS, the opening up of the Australian education sector and strong competition among providers.

The respondents see potential growth in outdoor adventure, foundation programmes, academic courses (especially English), IELTS, English Language schools, tourism and hospitality programme, and the tertiary sector. There is potential for new markets from South America, the Middle East, Eastern Europe, Europe (especially Germany), Russia and Southeast Asia (Viet Nam, Thailand, India and Indonesia).

From the interview, 14 of the respondents indicated that student numbers in their institution has increased in the past 5 years. Proactive marketing programmes, the opening, influenced the increased up of the Chinese market, the weak New Zealand dollar and New Zealand as safe and friendly country. Seven of the respondents reported a decrease in student numbers in their institutions due to increase in competition, the strong New Zealand dollar and students having difficulty in obtaining visa. Two of the respondents reported no changes in student numbers in their institution while another two respondents were uncertain of student numbers in their institution.

Chinese, Korean and Japanese students dominate the students' demographic profiles in their institutions with a slight increase in students from Russia. The Chinese students tend to be older while the Korean students are younger. To attract international students to their institutions, the respondents reported they are focusing on students from China, Korea, Japan, Thailand, Taiwan, Viet Nam, Russia, Europe, and South America.

Thirteen of the respondents expect student numbers to increase in their institutions over the next five years. The reasons for expecting the growth include proactive offshore marketing programmes, establishing new courses and foundation studies and expanding facilities. Four of the respondents indicated their institutions are maintaining the same number of students with an emphasis on quality while one respondent indicated their institution is currently at full capacity. Another respondent was uncertain what to expect in their institution over the next 5 years while 2 of the respondents do not expect major growth.

The respondents indicated they are targeting students from the Middle East, Russia, South America, Eastern Europe, and Europe while maintaining their current market. Four respondents reported their institutions have some form of nationality caps on international students while 18 respondents reported no cap on international students and 3 of the respondents reported they have reached the caps.

Five of the respondents reported their institutions are currently facing some capacity issues. One of the institutions is currently at full capacity in IELTS and intensive English Language programmes (4-6 weeks). They also indicated they have plans to offer additional programmes but did not mention specifically what programmes. Three respondents indicated their institutions are facing close to near capacity issues in IELTS programmes. Thirteen of the respondents reported their institutions are not facing any capacity issues while four of the respondents did not provide an answer.

The average length of time international student studying at each institution varies between 27 weeks to a year. Seven of the respondents reported that their students quite often extend their time to take additional courses while 11 respondents reported their students occasionally extend their time to take additional courses. Seven of the respondents indicated their students do not extend their time to take additional courses. The Chinese students tend to attend university or Polytech after they have completed their courses and a few attend foundation schools. Students from Korea, Japan and South America tend to go home after they have completing their courses.

Twenty four of the institutions provide accommodation placement services to their students particularly in home stay programme while one institution do not offer the services to students. In addition to home stay programme, 4 of the respondents indicated they also provide on-site hostel and off-site hotel placement services while 8 of the respondents provide flatting placement services.

Twenty two of the respondents reported they are currently able to meet the needs of enrolled students but only 6 of the respondents will be able to meet the needs of all students in the future through good relationship with home stay providers. One respondent suggested putting a cap on student numbers. Three of the respondents reported they would not be able to meet the needs of students in the future.

Six of the respondents work with external providers to arrange students' accommodation needs. This includes Japanese and Korean agencies in Christchurch and International student care and student link. Two of the respondents acknowledged they do not engage any external provider services while 17 of the respondents did not provide an answer.

Seven of the respondents indicated students chose home stay as their choice of accommodation. However, seven of the respondents also indicated that students move to flats when they complete the minimum home stay requirement in their programme while 11 of the respondents did not provide an answer.

Nine of the respondents (in their opinion) indicated home stay as the most popular accommodation options utilised by students (especially Japanese students) while 10 of the respondents reported home stay and flatting (especially Chinese students) and two of the respondents reported flatting as the popular accommodation options. Students in general favoured accommodation in the city centre (such as Riccarton, St. Albans and Bishopdale), close to school and bus route. In addition, cost, location, social aspects, food, service available, friendliness and comfort also influence students' choice of accommodation. Four of the respondents did not provide an answer.

Thirteen of the respondents reported students in general fulfil their home stay requirement and then moved to the flats while 12 of the respondents did not provide an answer. Seven of the respondents reported they have compulsory home stay in their programmes especially for students under 18 years old while 15 of the respondents reported they do not have compulsory accommodation policies. The average cost of home stay is $180 and flatting is $95 per week (unfurnished) and $230 per week (fully furnished). Three of the respondents did not provide answer.

Twenty-four of the respondents indicated their institutions offer additional support services to students while one institution does not. These include orientation and student handbooks, bilingual speaking staff/counsellor, health and well-being services, weekend recreation and holiday programmes, general counselling (example driving), school career and academic counselling, guardianship for student under 18 years old, ESOL support staff and international support staff on call 24 hours.

Fourteen of the respondents indicated they use some form of external support agency services such as general medical doctors and nurses, external guardianship, general counselling and home stay coordinator. Seven of the respondents indicated they do not use external support agency services while 4 of the respondents did not provide an answer.

Twelve of the respondents reported they have some future plans for student services. These are investing in academic and computer facilities, contracting a medical advisor, and establishing network with community groups. Six of the respondents indicated their institutions will maintain the same level of services and will increase if needs arise while three of the institutions do not plan to expand students services in the future and 4 of the respondents did not provide an answer.

Eight of the respondents indicated the city infrastructures are good in general. Some respondents commented on students queuing long hours for student visa, lack of entertainment for young students, harassment at the city bus exchange, and waiting too long for public transport. These issues need to be addressed. On average, 16% of the students own cars while 76% utilise public transport and 8% walk or bike.

General Closing Remarks

There is a need to develop a visitor centre with bilingual staff to address some of the student needs in the city (example, location of ethnic group, publicising of international festivals and events.

Promoting Christchurch as the education destination overseas and Christchurch City Council and community groups should play an active role.

b) Small English Language Schools

The interview identified 2 small English Language schools, or 3.57% of the total interviewed respondents. Both respondents thought the international student numbers have increased in the Christchurch-Canterbury region over the past 5 years but one thought there was a decline last year due to offshore negative publicity of New Zealand. Both respondents attributed the increased to proactive marketing campaign, the opening up of the Chinese market and the Australia strict entry for Chinese and Korean students. The student demographic students from China, Korea and Japan and the Chinese students dominated profiles and tend to be older.

Both respondents believed the student numbers would continue to grow at the same rate in the next five years in the Christchurch-Canterbury region. The factors contributing to the growth are world events such as the US-Iraq war and the strong demand from Chinese students. One respondent believed there is potential growth in tourism and hospitality and IT programmes while the other respondent believed general business study has growth opportunity. They see South America, Russia and India as potential new markets.

Both respondents reported their institutions were opened recently and cannot tell what has been happening with student numbers in their own institution in the past 5 years. One respondent indicated their institution is concentrating on China, Taiwan, Korea and Japan to attract students.

One respondent expects rapid growth in student number in their institutions over the next 5 years and attributed this growth to introduction of new courses (example Business English). They are targeting China, Taiwan, Japan, Korea, Thailand, Russia and South America over the next 5 years, as they do not have a cap at present.

The other respondent indicated their institution will respond to market demand when it arises. They are targeting Russia and Malaysia students the next 5 years and would like to have a 30% cap on nationality.

One respondent reported their classrooms available are all full without specifying which programme and they have plan to offer additional programmes to cater for this demand. The other respondent reported their institution has the capacity to grow to 300 students.

Depending on nationality, students generally stay for an average of 20 weeks. One respondent indicated students in their institution generally do extend their time to take additional courses while the other respondent did not provide an answer. Students generally go to university, Polytechnic or High School after they have completed their courses.

Both respondents indicated they do offer home stay and flatting placement service to the students (one has a home stay co-ordinator on site). One respondent indicated their institution is able to meet the needs of currently enrolled students including the needs of students in the future (by developing an accommodation complex). The other respondent did not provide an answer.

One respondent reported students in their institution spend a month in home stay then flatting while the other respondent reported 70% of their students go flatting and 30% to home stay. The general consensus is students go flatting. When choosing accommodation, students favoured location close to schools. Their choice of accommodation is also influenced by cost factor, safety and comfort. One respondent indicated their institution has a compulsory home stay for students under 18 years old while the other does not have compulsory home stay requirement. The average cost of home stay is $183 and flatting ranges between $90 (unfurnished) and $200 (fully furnished) per week.

Both respondents indicated their institutions do offer additional support services to international students and they do utilise some form of external agency services. These include orientation programmes, health and well-being service, general counselling, and career and academic counselling. In terms of student services in the future, one respondent reported their institution has planned to add a food court and gym while the other respondent did not provide an answer.

Both respondents reported a lack of entertainment for students (example nightlife). Majority of the students utilise public transports while 10% of the students own car.

General Closing Remarks

City Council could be more proactive in promoting the multi-cultural society brought by international students.

Lack of government marketing policy in promoting New Zealand as an international education centre.

4.5 Profile of Secondary School Education Providers

The interview identified 14 secondary school education providers, or 25 percent of the total interviewed respondents. Based on the interview, there are 10 large secondary schools (71.43%) and 4 small secondary schools (28.57%).

a) Large Secondary School

A total of 10 large secondary school providers were interviewed and 8 of the respondents indicated strong growth in international student numbers in the Christchurch-Canterbury region over the past 5 years. They attributed the growth to New Zealand as a safe and friendly country and cheaper than other countries, the opening of the Chinese market, proactive marketing campaign and the increase in the number of English Language schools. One respondent reported a gradual increase in student numbers over the past 5 years due to the growth of language schools in Christchurch while one respondent did not provide an answer.

However, one of the respondent commented that the student numbers have been consolidating over the last 2 years especially in the Southeast Asia students because of negative publicity of New Zealand overseas, limited space in secondary schools and Australian loosening up its student visa requirements.

Students from China and Korea with slight increase from Europe have dominated the students' demographic profiles. The Chinese students are older while other nationalities are younger especially Korean students.

Four of the respondents believed international student numbers will continue to grow in the Christchurch-Canterbury region in the next five years. They attributed the growth to New Zealand as a safe and friendly country, the increasing number of English Language schools, the continuing growth in Chinese students and increased interest in New Zealand from the Europeans. However, 2 of the respondents believed the student numbers would level off due to changes in government policy on international students (for example the possibility of introducing caps), world events and the fall in Chinese numbers. Four of the respondents believe student numbers will decline instead of grow because of intensive competition among the providers, SARS, the Chinese government tightening visa requirements, the strong New Zealand dollar, changes in New Zealand immigration policy, changes in New Zealand university entrance requirement and the heavy reliance on the Chinese market.

The respondents identified IELTs, ESOL, secondary school courses, business studies, communication and technology courses, foundation programmes, tourism management and high school preparation courses as potential growth in terms of courses of study. The respondents also identified Europe (example Germany), South America, Russia and Asia (Japan, Thailand, Korea and Vietnam) as potential markets in the future.

Eight of the respondents indicated student numbers have been increasing in their institutions in the past five years. The factors contributing to the increase are proactive marketing programmes, growth of English Language schools in Christchurch, the opening up of the Chinese market, foundation programmes and word of mouth of families, relatives and migrant students. Two of the respondents did not provide an answer.

In terms of students' demographic profiles, majority of the respondents indicated they preferred a balance of nationalities to enhance the learning environment among students. However, over the last 5 years, Chinese students have outnumbered all nationalities while there has been a down and upswing in Korean students. The Chinese students tend to be older while the Korean and Thai students are younger.

Majority of the respondents indicated they try to attract students from South America, Europe and other Asia (example, Vietnam, Thailand, Taiwan, Malaysia, Japan and Hong Kong.

Three of the respondents expect student numbers to grow in their institutions over the next five years. They attribute the growth to proactive marketing campaign, opening new campus and targeting the European market. Another 3 of the respondents expect student numbers in their institutions to grow moderately because of resource constraint, focusing on balancing of nationalities and quality and proactive marketing programme. Three of the respondents expect their institutions to maintain the same level of growth to keep international numbers at a proportion of the total school role, strong emphasis on quality, achieving a better balance of nationalities and future growth is subject to the development of extra facilities such as classrooms. One of the respondents did not provide an answer.

The respondents indicated they would be focusing on Europe (example Germany), South America, Eastern Europe, Russia and Asia (China, Malaysia, Korea, Thailand, Vietnam and Japan) markets to attract students. Eight of the respondents have either international student cap or nationality cap. The cap is set between 8 and 10 percent. Three of the respondents indicated their institutions have reached their caps and cannot grow while others need to diversity in nationality.

Six of the respondents indicated their institutions are currently facing capacity issues while 4 of the respondents reported they do not face any capacity issue. One respondent described their institution cannot grow further within current facilities (example lack of classroom). Five of the respondents indicated their programmes are full. These programmes include general studies, ESOL, and commerce courses and 4 of the respondents do not have any plans to offer additional programmes to cater for this demand. Six of the respondents did not provide an answer whether they have any plans to offer additional programmes.

One of the respondents indicated their students often extend their time to take additional courses while 3 of the respondents indicated their students occasionally extend their time to take additional courses. Five of the respondents indicated their students do not extend their time while 1respondents did not provide an answer. The average length of time that students studying at the respondents institutions is 2 years and students in general do not extend their time to take additional courses. Students either go to university, Polytech or home after they have completed their courses.

All the respondents indicated their institutions offer home stay accommodation placement services to students and are currently able to meet the needs of enrolled students. Three respondents reported they have a home stay coordinator on staff and the rest engaged the service of external home stay providers. The respondents (10) are also able to meet the needs of all students in the future but acknowledge that accommodation might be stretched.

According to the respondents (7) home stay is the general trend of international student accommodation, followed by flatting (2 of the respondents indicated), Ten percent of the respondents did not provide an answer. Seven of the respondents indicated home stay as the most popular accommodation option utilised by their students followed by flatting (3 of the respondents indicated). Most of them do not encourage their students to go flatting. Six of the institutions have compulsory home stay programmes while the other 4 institutions do not have compulsory home stay programmes. One institution required a minimum of 3-month home stay and another required students who are under 18 years to stay in home stay.

Students favoured accommodation location, which are close to school (especially within walking distance), close to bus route. Other factors, which influenced students' choice of accommodation are cost, food and compatibility with the home stay family, and friendly environment. The average cost of home stay is $185 and flatting is $65 per week.

Seven of the respondents indicated their institutions offer additional support services to international students. These services include bilingual speaking staff/counsellor, school guardians and pastoral care, general counselling (example police service and sex education), ESOL support staff and peer support groups. Three of the respondents did not provide an answer.

Three of the respondents engage the service external support agency. These services include working with West East Link Christchurch Chinese centre, the police, counselling and guardian. Two respondents indicated their institutions have some plans to expand student services in the future. These include having a bilingual counsellor and increase buddy system in the school. Eight of the respondents indicated they planned to maintain the same level of service

Five of the respondents believed the city infrastructure are good in general while 3 respondents believed there is room for improvement. For example, established an international centre where students from all nationalities can meet, socialise and integrate. The city should also enhance the multi-culture flavour brought by international students and at the same time promoting Kiwi culture to the students. Public transport is not as good as some of the students' home countries and expensive. The respondents indicated about 25% of the students own their cars and two institutions have a "no car" policy. Majority of the students utilise public transport (including walking and biking).

General Closing Remarks

Some respondents are concerned with the negative publicity about international students. There is also a concern the potential fallout from English Language schools, which could impact the city negatively. There is also concern of direct competition between University Foundation programmes with High Schools. There is a need to introduce a Care Provide Associations.

b) Small Secondary Schools

The interview identified 4 small secondary schools, or 7.14% of the total interviewed respondents. All 4 respondents reported the international student numbers have increased in the Christchurch-Canterbury region over the past 5 years. They attributed the increase to the weak New Zealand dollar, quality of education in New Zealand and New Zealand as a safe country. Generally there are more Asian students, particularly Chinese.

The response is mixed when the respondents were asked what they believe will happen to student numbers in the next 5 years in the Christchurch-Canterbury region. One respondent sees volatility in market fuelled by negative immigration policies and the decline in Asia economy. Another respondent indicated the market could grow significantly or stabilise. The positive image of New Zealand as a safe country could influence the growth while more international students studying at home could stabilise the numbers. The other two respondents were uncertain but indicated SARS could affect growth.

The respondents see potential growth in general commerce courses such as accounting and economics, tourism and hospitality and foundation programmes. The respondents see Asia (Vietnam and Thailand), Europe and South America as potential new markets.

The respondents indicated student numbers in their institutions have increased in the past 5 years. The factors, which cause the increase, are proactive marketing programme and good relation with agents in a number of countries. In terms of students' demographic profiles there has been an increase in Chinese (they are older students) and Korean students. Three of the institutions are focusing on Japan, Thailand, China, Vietnam, Korea and Malaysia to attract students to their institutions.

The respondents do not expect major growth in student numbers in their institution over the next 5 years unless additional facilities are built. They would prefer to keep growth steady to maintain quality and diversity in nationality. One respondent indicated their institution is looking at introducing a Hospitality and Adventure course and another looking at developing a language school on site. The respondents would market from a range of countries including Germany, Sri Lanka, China, Korea and Thailand over the next 5 years. Three of the institutions have cap on students but not nationality and one has reached the cap while another is close to reaching the cap.

Two respondents reported their institutions are currently facing capacity issues and unable to increase student numbers without additional facilities built. One institution year 13 mathematics and statistics are currently full, while the other, most programmes are full. The other two institutions are not facing any capacity issues and have room to expand. One institution has plans to offer maths Y12 and Y13 and another is looking at establishing a language school in the near future.

The average length of study is 2 years. One institution reported their students often extend to take additional courses and two institutions reported 50% of the students extend their time to take additional courses. Majority of the students attend university or Polytech when they have completed their courses. One respondent did not provide an answer.

Three respondents indicated their institutions do offer home stay accommodation placement services to the students and one institution has a home stay co-ordinator on campus. Three of the institutions engage the service of external home stay providers (NZEAL and loyal home stay providers). One respondent indicated their institution does not offer home stay accommodation placement services to students. Additionally, 3 of the institutions were able to meet the needs of enrolled students and those in the future. One respondent did not provide an answer.

According to the respondents home stay is the popular choice of accommodation among the students and one institution has compulsory home stay requirement in their programme (the others do not). Students prefer their accommodation to be close to their schools or near bus routes. Additional factors such as cost, family environment and food also influence the choice of home stay. The average cost of home stay is $180 per week.

The respondents reported their institutions do offer additional support services to students such as bilingual speaking staff, ESOL staff, school career guidance and counsellor, health, and teacher aids. Three respondents indicated they utilise some external agency services. Future plans include establishing linkages with community groups and consolidating some existing services. One respondent did not provide an answer.

In general, the respondents indicated the city infrastructure is good but would be beneficial to have more translators available and improvement in bus service to the city on weekends. Only a small percentage of the students own cars as most students utilise the public transport (including biking and walking).

General Closing Remarks

Assistance in identifying community groups and churches of students' own nationality.

Chapter 5
Conclusions

The impact of international students on Canterbury economy was estimated to be more than $202 million. Approximately 15,500 students came to study in Canterbury last year alone. This has a spin-off effect on the Canterbury economy with a certain percentage going to the tertiary institutions and the rest to the city in the form of wages and institutional expenditure.

The total number of foreign fee-paying (FFP) students in Canterbury-Christchurch region has steadily increased since 1994. The average annual growth rate of FFP students over the years 1994-1998 was about 25 percent. This growth was temporarily interrupted during 1997-8 due to the Asian financial crisis. Since 1999 the total FFP students in Canterbury-Christchurch region resurged in a great deal. Although data limitation makes the growth by sector difficult to track, the data does suggest that the average annual growth rate of FFP students over the years 1999-2002 was more than a twofold of that over the years 1994-1998. In 2002, there were 2,162 FFP students enrolled in schools in Canterbury region compared to 1,659 FFP students in 2001; however, majority (85%) of FFP students in Canterbury-Christchurch region enrolled in ether public tertiary institutions or English language schools. Over the last four years this trend has been sustained in Canterbury-Christchurch region and it is forecast to have the similar trend over the next five years.

The total international student numbers in Christchurch/Canterbury region also grew rapidly at 53 percent on average over the years 2000-2. This high growth rate will be tapering off from 2003 and onward. The main contributions to this downward trending are SARS outbreak, strong New Zealand dollar, changes in New Zealand government policy, and changes in Chinese government policy.

Fifty-six education providers were interviewed by Christchurch Education co-ordinator regarding international student growth level, capacity and accommodation issues in Christchurch-Canterbury region. The results show there has been an increase in international student numbers both in the past and present in Christchurch-Canterbury region. Overwhelmingly, the recent growth of FFP students has been dominated by the rapid increase in the students from Asian countries such as China and Korea. There are a number of factors that influence this growth. These include New Zealand being identified as a safe and friendly country, the weak New Zealand dollar, proactive marketing campaigns by most providers, the opening up of the Chinese market and the increase in the number of English Language schools.

The interview results also showed a change in the demographic profiles of international students. Traditionally the students came from Japan and Korea but over the last two years have been dominated by Chinese students. The Chinese students also tend to be older (between 18-22 years old) compared to younger students from Thailand and Korea. There is also a slight increase of students from Eastern Europe.

Within the overall pattern of capacity described, the interviewed providers indicated they are facing some form of capacity issues at present and unable to increase student numbers without additional facilities built such as classrooms and buildings. However, majority of the providers do not anticipate facing capacity issues in the near future and do not have plans for future expansion. Programmes that are currently full include general business, commerce, IELTS and ESOL.

According to the interview, the providers indicated they offered some kind of accommodation placement services to the students and they are currently able to meet the needs of their enrolled students. Most secondary schools have some form of compulsory home stay requirement especially for students under 18 years old.

The interview results also show flatting as the popular choice of accommodation among the students. Key factors that influence the students' choice of accommodation include cost, location on bus route, near the campus and close to city area. The average cost of home stay is $180 while flatting is between $65 and $200 per week.

The providers also indicated they offer some form of additional services to the students. These services include bilingual speaking staff/counsellor, health and well-being, school career and academic counsellor and ESOL support staff. They also utilised some external agency services particularly home stay coordinator.

5.1 Limitations

Overall the report is preliminary and no specific (nor scientific) conclusions can be drawn due to either inconsistent or incomplete data. In addition, the format of the qualitative questionnaire and questions asked were too general to be able to generate any specific trends and patterns in terms of growth in international student numbers, capacity and accommodation issues. This precludes writing the methodology for the report.

The sample size has not been scientifically chosen and this prevents generalisation of the results. Perhaps this preliminary report can lead to a more comprehensive study of problems and issues of international students in the Christchurch-Canterbury region.

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